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Introduction

Vocational Training

Vocational Education consists basically of practical courses through which one gains skills and experience directly linked to a career in future. It helps student to be skilled and in turn, offers better employment opportunities. Time management and meeting deadlines play an important in success in vocational courses and during their studies student normally produce a portfolio of evidence(plans, report, drawing, videos and placements), which is taken as a demonstration of students capabilities for a job. After finishing the courses, students are often offered placements in job. Vocational trainings in a way give student some work related experience that many employers look for. According to a National Sample Survey Organization (NSSO) report, two types of vocational training are available in India: a) Formal and b) Non-formal. Formal vocational training

In India, technical education and vocational training system follows patterns like graduate - post graduate, engineer - technologists through training colleges, diploma from polytechnics and certificate level training in ITIs through formal apprenticeships.
The Vocational Training in India is imparted by mainly two types of bodies:

- Public Industrial Training Institutes (ITIs)
- Private owned Industrial Training Center (ITCs)

The Indian Government has invested a lot for the development of skills through ITIs. The DGE&T generally regulates these ITIs and ITCs at national level and implements policies for vocational training.

The government has launch a scheme under which vocational training and skill development programme used is Skill Development Initiative through Directorate General of Employment and Training in May 2007. Directorate General of Employment & Training (DGE&T) in Ministry of Labour is an apex organization for development and coordination of the vocational training including Women's Vocational Training to the employable youth in the country and to provide skill manpower to the industry besides Employment services.

Vocational Training is a concurrent subject of both Central & State Government. At the National level, the Directorate General of Employment and Training, DGE&T, Ministry of Labour is the nodal department for formulation of policies, laying down standards, grant of affiliation to institutes offering training courses under NCVT, monitoring training programmes, trade testing & certification and matters connected to the fields of vocational training and providing

employment services. However, the day-to-day administration of Industrial Training Institutes (ITIs) offering training courses rests with the respective State Governments/ Union Territories Administrations. Opening of new institutes, actual conduct of training programmes through Industrial Training Institutes/ Centres are also the responsibilities of State Governments. Directorate General of Employment & Training (DGE&T) in Ministry of Labour is an apex organization for development and coordination of the vocational training including Women's Vocational Training to the employable youth in the country and to provide skill manpower to the industry besides providing Employment Services.

Rajasthan Skill Livelihood Development Corporation

Rajasthan was the first State in India to establish the Mission on Livelihoods, in September 2004, under the chairmanship of the Hon'ble Chief Minister in order to address the challenges of unemployment and ensuring gainful and sustainable employment. The objective of creation of RMOL was to formulate appropriate and innovative strategies to promote and facilitate large scale livelihoods for the poor and vulnerable people. In view of the importance of the skill development for enhancing employability of working population, RMOL was renamed as Rajasthan Mission on Skill and Livelihoods, by adding the word skill in 2009-10, to provide further impetus to the Skill Trainings. The Mission was incorporated as Section 25 Company (Not for Profit) on 17th August, 2010 and the Chief Secretary was appointed as the Chairman of RMOL as the Company. As part of its major action, it established the skill Training mechanism by involving more than 300 partner agencies to execute the training program across the State.

Rajasthan's livelihood mission connecting skills with jobs is fast changing the employment landscape of the state with a wide range of projects in skill development, employability and entrepreneurships. In this, government is completely focused on achieving its goals with key partnership and innovative practices. Different Approaches are provided to trained the unemployed graduates, school dropouts-10^{th} or 12^{th} pass through programs like Employment Linked Skill Training Program (ELSTP), Regular Skill Training Program (RSTP) and Vocational Training Program (VTP).These program are executed in partnership with project implementation agencies (PIAs) or training partners, the industry and the academia.

The Rajasthan Skill and Livelihood Development Corporation (RSLDC) in the past 1.5 years has trained 50,000 youths in various service sectors like hospitality, security guards, construction, retail, paramedical etc with state funding. We have now received financial support from the union ministry under the 'Aajeevaka Skills Development Programme' (ASDP) as part of National

Rural Livelihood Mission Programme (NRLM). ASDP aims to train rural BPL youth and provide them with jobs having regular monthly wages.

Rajasthan Skill and Livelihoods Development Corporation (RSLDC) is mandated to implement the short term skill development programmes in the State. The unorganized sector is facing number of challenges with respect to skill development. Facilities for training in informal sector are grossly inadequate. To meet this kind of inadequacy, RSLDC has already issued EOIs earlier to invite proposals for setting up Skill Development Centers (SDCs) and is implementing state sponsored skill training programmes in collaboration with large number of training partners. RSLDC is constantly embracing effective measures to enable easy access to training and skill development to the youth across the State. RSLDC as a training provider to execute skill competency based Vocational Courses under ESLTP and RSTP schemes.

Programmes undertaking in Rajasthan Skill Livelihood Development Corporation

1. Regular Skill Training Programme (RSTP): This programme provides short-term skill training and hand holding for self-employment, productivity enhancement and enterprise development. There are 4 sub-schemes targeted at youth, women, persons with special ability (PSA) and jail inmates respectively. Trainings are provided in sectors of agriculture, animal husbandry, beauty and wellness, garments and apparel, etc.

2. Employment Linked Skill Training Programme (ELSTP): This is the most popular program, of 45-90 days' duration, targeted at school dropouts – 10^{th} or 12^{th} pass and unemployed graduates. In the last 2 years, we have set up 300 news skill development centers with a capacity to train 22,000. This programme deliver short term programs across a variety of industry sectors – construction, retail, security, banking and finance, gems and jewellery, healthcare, tourism, automotive, carpentry and so on. This programme is a part of Rajasthan Skill Livelihood Development Corporation which is running at Jaipur, Ajmer and Jaisalmer. Under this programme, RSLDC provides short term skill training programmes (generally 2 to 3 months) to unemployed youth of the state in various high growth economic sectors like retail, construction, automotive, ICT, etc. This programme provides short term courses also and in all courses include personality development, attitude building as mandatory components.

3. <u>Pandit Deen Dayal Upadhyay Grameen Kaushalya Yojana (DDU-GKY)</u>: DDU-GKY is a centrally sponsored scheme of MORD, GOI being executed in the state by RSLDC. Rajasthan was the first state in the country to launch this scheme in June 2014 and the first centre under the scheme in Rajasthan on 16th August 2014 at Udaipur. The scheme provides short-term skill development programmes linked with employment opportunities to rural poor youth of the state in various high-growth economic sectors. 120 active Skill Development Centers (SDC) are functional under this scheme.

Regional Vocational Training Institute for Women

Regional Vocational Training Institute for Women (RVIT), Jaipur was established in 1994. The women's vocational training program is under in the Ministry of Labour & Employment, Directorate General of Employment and Training (DG&ET). The program attempts to promote the women employment in industry (mainly organized sector) as a semi skilled / skilled & highly skilled workers by increasing their participation in skill training facilities under craftsmen training scheme and craftsman instructors training schemes.

The aim and objectives of the institute are planning, designing, executing and pursuing long-term policies for vocational training of women in areas having wage/self employability; thereby increasing women's participation in economic & social development of the country; drawing plans and schemes for promoting participation of women in vocational training; identification of vocational skill training areas and sensitizing social environment through publicity campaigns.

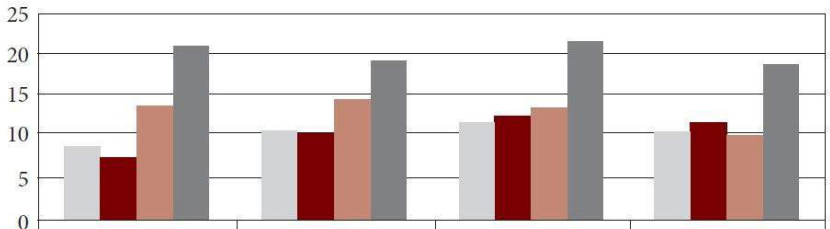
These organization provide Vocational Training to women which are as follow :

1. Craftsman Training Scheme.

2. Apprenticeship Training Scheme.

This data shows the unemployment Rate of Youth in Rjasthan

Unemployment Rate Among Youth (15–29 years)



	1992–94	1999–2000	2004–05	2009–10
Rural Male	9	11.1	12	10.9
Rural Female	7.6	10.6	12.7	12
Urban Male	13.7	14.7	13.7	10.5
Urban Female	21.2	19.1	21.5	18.9

Source: NSS 55th, 61st and 66th rounds.

According to the latest survey report by Labour Bureau, a wing of Labour Ministry

Unemployment Rate(in %)	Year	
	2013-2014	2012-2013
Overall	4.8	4.7
Urban Area	5.5	5.7
Rural Area	4.7	4.4
Men	4.1	4
Women	12.4	12.8

Huge Gap between Employment and Employability

54%: Post- secondary education improved their employment opportunities

56%: Of students drop out between high school and higher education

53%: Of Indian employers find skill shortage as one of the main reasons for entry-level vacancies.

Review of literature

The most relevant literature has been cited from the field of Skill Development programme and Vocational training schemes

Year	Author	Title	Publication	Observation\Findings	Research Gap
2015	**Arora kumar Rupesh**	**Impact of Vocational Training Programmes on Mushroom Cultivation or Self Employment in District Ambala, Haryana.**	**International Journal of Recent Advances in Multidisciplinary Research, January-2015**	**The present study were conducted to ascertain the Impact of Vocational Training programme on Mushroom Cultivation for Self Employment for the establishment of mushroom units and adoption (%) rate of the mushroom farming among the trainees who acquired trainings from the Krishi Vigyan Kendra. The farmers and un-employed youth were the participants/trainees during the Vocational Training Programme. The trainings were imparted on skill development programme. The secondary data i.e mass media would be used in facilitating the information regarding imparting of On-Campus vocational training.**	**More emphasis will be done on the practical aspect. The feedback were taken from the famers after a month of training regarding mushroom unit established in the operational area of the KVK in Ambala district of Haryana and whether the farmers will continue the enterprises of mushroom cultivation for the next successive years or not.**
2015	**Diwakar Nikita & Tauffiqu Ahamad**	**Skills development of women through vocational training**	**International Journal in Management and Social Science.**	**Importance of VET for under-privileged, marginalized groups and women has been pinpointed and create opportunities to develop a high-quality skilled workforce relevant to current and emerging employment market needs.**	**Measures which are taken up to promote the women is limited and the focus on women gender not clearly describe.**

2015	**Ndem Joseph Ukah, Ituma Ernest Ogba & Okpaga Felix Ali**	**Skill Development in Vocational Training and Technical Education for Graduates Employability**	**International Journal of Applied Research**	**It is observed that socio-political environment determine as a challenge to skill development in vocational and technical education in tertiary institutions and also determine relationship between the tertiary institutions and the industries.**	**The sample size taken as a population was not manageable so the results are not accurate.**
2015	**Johnson Janagan Emmanuel**	**Empowerment of Women through Vocational Training**	**Basic Research Journal of Education Research and Review.**	**The present study would be discussed on the empowerment of rural women y providing vocational training programme. The sample uint was 300 women. An appropriate interview schedule was used or data collection. Through vocational training programme, 85% women are literate which meas vocational tarining programme play an important role in women life.**	**There is a need for policy measures to improve the technological level of women for higher productivity in employment. The poor women look positively towards income generation programes. Need more policies to increase women's wage employment.**
2015	**Kassah Kofi Johnson**	**Challenges of Technical and Vocational training and Education in the Volta Region of Ghana**	**International Journal of Humanities Social Sciences and Education.**	**It is observed that Technical and Vocational Education and Training helps the youth to improve their livelihood. TVET institution provide vocational training to youth and also provide to learners who belongs to different socio-economic and academic background and prepare them for gainful employment and sustainable livelihood. A descriptive survey design was used. Purposive Sampling was used to collect data from the respondents.**	**Small sample unit was used for the research which gave inadequate result.**

2014	**Catherine Kathure & Mbijjiwe Jacob**	**Skills Development for Youths in the Informal Sector of the Economy in Africa**	**ISOR Journal of Business and Managenment**	**It is observed that higher technical and vocational skills are crucial in enhancing competitiveness and contributing to social inclusion, decent employment, and poverty reduction has been a strong incentive for reform.**	**Data collected for the research not give a clear picture technical and vocational program.**
2014	**Miss Kaushik Kusum**	**Vocational Education In India**	**International Journal of Education and Information Studies** **.**	**This paper observed that vocational education program is based on employment and occupation through which one gains skills and experience directly linked to a career in future. It helps the students to be skilled and get better employment opportunities.**	**Research is limited to the areas only and problems defined is not cleared.**
2013	**Jamal Tabassum & Kasturi Mandal**	**Skill Development mission in Vocational Areas- Mapping Government Initiatives**	**Current Science and General Article**	**This article highlights various government initiatives towards skill development by reviewing and analyzing the prevailing program/schemes under various institutional arrangements, to promote a meaningful and employable skill development system amd two types of training are to be discussed i.e formal and non formal training.**	**Need to review more research activities on skill development for enhancing co-ordination.**
2013	**Mr. Yadav Ramsagar**	**Skill Development Initiatives in India : Challanges And Strategies With Reference To Vocational Training**	**Tactful Management Research Journal**	**It has been observed that the economic progress of the state is directly related to the development of Technical and Vocational Education System. Those states, where good progress has been made in the field of skill development, have attracted higher Private Investments as well. It is based on secondary data.**	**A periodic survey will have to conduct and certain aspect of vocational training need to be survey more.**

		Initiative Maharashtra.			
2013	**Dr. Reddy Venkatesula**	**Vocational Education and training in India: New Intiatives**	**India Journal Research**	**The study observed that vocational training in India is provided on a full-time as well as part-time basis. Full-time programs are generally offered through Industrial Training Institutes and Part-time programs are offered through state technical education boards or universities who also offer full-time courses. Vocational education provides training for jobs that are based on traditionally non-academic, manual or practical activities, occupation, or totally related to a specific trade.**	**Limited focus on New initiatives .**
2013	**Kamin Bin Yusri, Muhammad Sukri Bin Saud**	**Acquisition of Employability Skills in Technical Vocational Training : Necessity for the 21st century workorce**	**International Journal of Basic and Applied Sciences**	**This study observed that the acquisition of skills and attitudes for gainful employment in a specific occupation or professional areas. The focus should be on the employability skills to improve the lifestyle and helps in perorminng the job well. A theoretical framework has to be done in this study. The respondent would be graduates who already taking the training from TVET institution**	**Survey was limited to the area selected for the study.**
2013	**Murty Ram Sri B. Sri, Dr. G. Sridhar, Er. D.V. Patil.**	**Success of Vocational Skill Trainings leading to empowering rural Community:**	**Journal of International Cooperation in Education**	**The main target in conducting the trainings was to convert the unemployed rural community to employed one. During the period from 2011-2013 was a total of 208 trainees were trained out of which,**	**Limited NGO's were used in this reserasch.**

		Role of NGO's		**(38.5%) were self employed, (3.8%) were employed in local companies and (57.7%) were unemployed youth within the trainees. The Survey should be done in Visakhapatnam District. After completion of training courses, trainees were sponsored from the different agro based industries in order to start own business. These Vocational training resulted in building the trust in rural community for earning their livelihood leading to financial empowerment.**	
2013	**Mastura Abas Maripaz, Ombra A. Iman, Shuki Osman**	**Employability Skills and Task Performance of Employees I Government Sector**	**International Journal of Humanities and Social Science**	**In this study, the focus on the relationship of the acquired employability skills to task performance. It determine whether employees employability skills correlate with task performance. An exploratory correlation design is used to determine the association between employability skills and task performance among government employees. 220 respondents were taken as sample survey and 25 government institutions were taken. Questionnaires were used for this research. A descriptive analysis would be done by researcher.**	**The survey would not give a clear picture. It need to be focused more.**
2013	**Maigida J.F., T.M. Saba, J.U. Namkere**	**Entrepreneurial Skills in Technical Vocational Education and Training as a Strategic**	**International Journal of Humanities and Social Science**	**Entrepreneurial Skills are inter-displinary training which focuses on the tools needed to start a new business or vocation. Technical Vocational Education and Training requires training the youth**	**Approaches were not clearly defined in this research.**

		Approach for Achieving Youth Empowerment in Nigeria.		**in entrepreneurial skills to tackle the unemployment. Without providing training, youth face high unemployment, joblessness and difficulties in getting a firm foothold into labour market. Through TVET youth motivate to learn in more exploratory, realize their capabilities and develop their potentials for success in the workplace.**	
2012	**Khilji Ahmad Bashir, Kakar Khan, Subhan Sabahat**	**Impact of Vocational Training and Skill Development on Economic Growth in Pakistan**	**World Applied Sciences Journal**	**The study observed that vocational training and skill development match the requirement for trained manpower in an expanding sector so vocational training visualize not only need of immediate market demand but also the need for a long term structural change in the production technology.**	**No measure taken up for the survey.**
2012	**Lama Sukmaya**	**Vocational Education and Training: the role of ODL**	**International Journal of Scientific ad Research Publication**	**In this study, researcher give the status of the vocational education and training as provided through distance mode by the distance educational institutes. Also tries to give focus on distance learning level through this program. Vocational training programme through distance education can be more attractive by providing the student with the state of the art infrastructural facilities, latest equipment's, trained personnel etc. Secondary data would be used. Researcher would be done their study on IGNOU.**	**The survey would be done on limited areas and need to be focused on apprenticeship programme .**

2012	**Nuri Parvin Reshma Mst., Md. Tohidul Hoque, Md. Mustafa Kamal Akand, Samuel M Waldron**	**Impact of Assessment of a Vocational Training Programme or Persons with Disabilities in Bangladesh**	**Journal of Research and Evaluation Center**	**In this study, effectiveness of vocational training programme evaluated on key of individual, social and physical factors. In this, 261 persons with disabilities to find employment in Bangladesh. A qualitative method is used by which employed interviews and focus group discussions, assessed the effect of the training programme. The survey resulted that 157 persons with disabilities (60%) secured employment after training. Of these, 74% reported that they were able to provide a better livelihood for their families, 92% reported increased social acceptance, and 83% reported improvement in overall quality of life. Of those who did not find employment, 15% cited issues related to the training course, 6% mentioned discriminatory attitudes of potential employers and 12% had problems related to physical access. The study should also focused on the challenges faced during employment.**	**There is no data relating to the time taken for participants to find work after the training, and the duration of the employment they found. The Focus Group Discussions were limited to a small sample size, and while assessing the impact of employment on participants' lives, the researchers were unable to collect comparable data from those who did not find employment.**
2011	**Hameed Abdul & Waheed Aamer**	**Employee Development and the effect of Employee Performance through Vocational Training and Skill Development: A Conceptual**	**Journal of Business and Social Science**	**This paper explains that Vocational Training and Skill Development will help reduce youth unemployment. In this, promoting youth employment has become an increasingly important policy issue in Kenya. In 2011 nearly 40% of Kenyan youth were neither in school or working, and the informal sector accounts for nearly 80% of jobs.**	**Other measure may be taken up for employees development.**

		Framework			
2010	**Dr. Sharma. R**	**Indian Higher Education System and Employment – Role of Technical and Vocational Training**	**Academic Associate, Indian Institute of Management**	**In this study, technical and vocational education define a role in human resource development of the country to create skilled manpower, enhance industrial productivity and improving the quality of life of youth. Also education improves functional and analytical ability to opens up opportunities for individuals and also groups to achieve greater access to labor markets and livelihoods. The researcher collects the data through secondary data.**	**More employment opportunities can be create and also Expansion and up gradation of vocational training and higher education needed.**
2009	**Imoro Braimah and Kwane Obeng Nti**	**Sustainable Vocational Training Skill Development for Poverty Reduction in Northern Ghana**	**Journal of Sustainable Development in Africa**	**In this article, the researcher has tried to analyze the effectiveness of a vocational training model for skill development in tackling unemployment and migration and also creating employment opportunities for young people. A case study approach was carried out. Purposive sampling, Simple Random Sampling and Proportionate Sampling used for the study. Apprenticeship training programme was used for selected sample unit.**	**The survey was limited to beneficiaries of the skill development program who had completed their apprenticeship training.**
2009	**King Kenneth**	**A study on Education, skills, sustainability and Growth: Complex Relations.**	**Tactful Management Research Journal**	**The article addresses this question of whether the last 18 years since Jomtien have witnessed an element of unsustainable financing of education and training.**	**Long way to go in understanding the complexity of the interactions amongst education, skills and sustainable growth.**

2008	**Paul Mupa, Chabaya Owence, Chiome Chrispen and Chabaya and Raphinos Alexander.**	**Developing Employability Skills in Potential Job Seekers Through Peer Assessment in Higher Education**	**International Journal of Educational Development**	**The study found that students expressed a positive attitude towards peer assessment but had concerns relating to their capability to assess peers and to the responsibility associated with assessing peer and they felt that peer assessment would raise standards in higher education and equip graduates with the needed employability skills.**	**Peer assessment need to clear define in working life .**
2008	**Dr. Goel P. Vijay**	**Technical and Vocational Education and Training(TVET) System in India for Sustainable Development**	**Deputy Director General, Department of Higher Education and Ministry of Human Resource Development, Government of India**	**This study focused on Boards of Apprenticeship Training. The greater emphasis given on service sector with soft skills and computer literacy, flexi-time. Other features include compulsory partnership with employers who provide trainers and internship, advice on curricula, participate in assessment and certification. A descriptive analysis would be done by researcher.**	**Accurate result would not be come by this survey Need to review more on vocational education system IT and Government sector.**
2007	**Prof. Jaiswal Rajkumar**	**Vocational Education and Skill Development In India**	**Journal of Interational Educational Development**	**The researcher would tried to explain the new policy and initiatives taken by the government to increase the quality of vocational education & skill development in India and also discuss about the status of vocational education in nation which are run by ITIs & ICTs.**	**There is a need for restructuring of courses of VET provide to IT sector and the sample taken was limited.**
2007	**Bakar Rahim Ab and Ivan Hanaf**	**Assessing Employability Skills of Technical-Vocational**	**Journal of Social Sciences**	**An empirical research of TVE system is necessary to identify effective TVE system to successfully equip students with technical skills**	**The research gap in this study that the skill used in this study not give accurate result so still there is need for**

		Students in Malaysia		**that would enable them to fulfill the current work demands and professional expectations and Research sample has been selected using a simple random method from the third year students .**	**improvement.**

Justification of the Study:

Now a days, Vocational Training Programme have become an important tool for empowering youth in India. Rajasthan was one of the first state in the country to set up a Skill Mission, RMOL (Rajasthan Mission on Livelihood) in 2004. The Government of Rajasthan has provided Vocational skill training to 193000 youth since 13th Dec 2013, and 190000 youth are under training in vocational training institutions including ITIs and short term Skill Development Centres (SDCs) today and also Government has decided a mandate of skilling 1.5 lakh youth every year from FY 2015-16 onwards for RSLDC, only from short term skill training programmes. Therefore, there is need to study the impact of Vocational Training Program on the employability of youth in Rajasthan.

Research Gap of the study:

The idea has been developed after reviewing the literature, journals and articles related to vocational training program. After reviewing the related literature and the available information it has been identified that there have been skill development program and technical and vocational education training program in India among youth and the students. However, it has been found that limited studies have been done in the area of the impact of vocational training program on the employability of youth in Rajasthan.

Objectives of the Study

1. To study the benefits of providing vocational training programme to unemployed or underemployed youth or students.

2. To study the effectiveness of vocational training on employability of youth.

3. To study the approaches and schemes of vocational training program of Rajasthan Skill Livelihood Development Corporation and Regional Vocational Training Institute.

4. To analyze the job opportunities and job markets for youth after attaining the vocational training programmes.

5. To investigate and review the methods and policies available to the youth for obtaining vocational, skill training and technical training in Rajasthan.

6. To analyze the factors of vocational training programme affected the employability of youth in Rajasthan.

Hypothesis

Identification of research problem and development of hypothesis lays down foundation for conduction of any research. For the purpose of this research the following hypothesis have been formulated.

Hypothesis to be tested-

H_o: There is no significant relationship between vocational training program and employability.

H_a: There is a significant relationship between vocational training program and employability.

H_o: There is no positive impact of vocational training programme on employability of youth.

H_a: There is a positive impact of vocational training programme on employability of youth.

Plan of Work and Methodology

Research Design: The research design for the study consists Exploratory research. The sample size will be the number of youth to be selected from the universe of the study. The respondent of this proposed research study will be existing RSLDC and RVTIW.

Universe of the study: The universe of the study is Rajasthan Skill Livelihood Development Corporation and Regional Vocational Training Institute for Women in Jaipur, Rajasthan

Method of Sampling: Convenience Sampling technique will be used in selecting the items for the sample for the proposed research plan.

Data Collection Methodology:

The methodology use for collecting data in primary and secondary data is-

1. Primary Data: Primary Data is collected during the course of doing research. Among the use of several methods for primary data collection. Questionnaire would be administered.

2. Secondary Data: The data for this research will be collected using secondary source of doing research which include: Journals, Articles**,** Magazines, Various Government Report and Publication.

This research study is mainly supported by primary data source i.e. Questionnaire, will be used to collect data from the institute and youth in Rajasthan.

Data Analysis Tool:

Data so collected will be Quantitative data for the purpose of analysis. Data classified through tables and diagrams.

Appropriate inferential statistical tool like SPSS and Suitable test would be applied.

Variable Selection:

Independent variable- Vocational Training program

Dependent variable- Employability of youth

Limitation of the Study

The limitations which are evident part of research may be summarized in following point:

1. This research is limited to Rajasthan state.

2. The Vocational and Skill training programme and schemes use will be limited for research.

3. The time lag between questionnaire sending and actual response from youth may be large.

4. The study is depend more on primary data.

Scheme of Chapterization

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